

RED 746 Lesson Planning Template

Student Name: Kate Mankowski

Grade: 6th Grade – above level group

Strategy: Literature Circles & Twitter

Lesson Goals/Common Core State Standards:

Reading Standards – Key Ideas and Details: Grade 6 - 4.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

Writing Standards – Text Types and Purposes: Grade 5 – 1.) Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Speaking and Listening Standards – Comprehension and Collaboration: Grade 5 – 1.) Engage effectively in a range of collaborative discussions with diverse partners, building on others ideas and expressing their own clearly

Witting Standards – Production and Distribution of Writing: Grade 6-8: 6.) Use technology, including the Internet, to produce and publish writing and present the relationship between information and ideas clearly and efficiently.

| | <i>Procedure: Include teacher language to be used to explain and model each strategy.</i> | |
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| <u>Day 1 (timing)</u> | Introduction: Explain to students that over the next two weeks that they will be working in groups to study a selection of novels, based on their interests. Describe expectations of independent study groups that will be monitored daily by the teacher, but will be lead by students. Mini-lessons will be incorporated to support instruction. Mention that group work will be supported by the use of Twitter both during class time and at home on a daily basis. Procedure: | |
| 5 minutes | <ul style="list-style-type: none"> Pass out book overview sheet to all students and have them spend 5 minutes reading over the summaries. Each student will label their top three choices with numbers 1-3 based on which group they would like to be a part of. After collecting all of the sheets, the teacher will review and determine who is in which group. Novels will be passed out. | |
| 6-10 minutes | | |
| 7-10 minutes | <ul style="list-style-type: none"> After novels have been assigned and students have moved to sit with their literature group, the teacher will model and discuss the different roles of the literature circles and explain how each group member has to take on each role twice during the two-week unit (overheads will be used to show each form). *students will have done literature circles before but | |

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| <p>20 minutes</p> <p>5 minutes</p> | <p><i>with different role sheets. Have prior knowledge with how circles work but need explanation of new roles**</i></p> <p>1 – Discussion Director/Questioner 2 – Summarizer 3 – Vocabulary Enricher 4 – Illustrator 5 - Connector</p> <ul style="list-style-type: none"> Students will move to their book groups and meet with their fellow group members to discuss their two week plan as they are in charge or organizing roles and reading assignments. The teacher will rotate from group to group to complete the <i>Literature Circle Planner Form</i>. This will help groups develop a purpose for their reading as they generate questions and assignments that will help guide their literature groups. Role sheets will also be passed out at this time. After meeting with each group, the teacher will discuss <i>Literature Circle Reflection</i> sheets with the whole group as students will need to complete one on a daily basis. The personal evaluation will serve as participation along with a form of assessment to see growth over time. | |
| <p><u>Day 2</u></p> <p>2-4 minutes</p> <p>5-10 minutes</p> | <p>Introduction: Check in with class to see if anyone has questions relating to their groups, texts, or directions that were provided on the previous day. Explain that today students will learn the basic skills of using Twitter and how they will incorporate it into their literature circles.</p> <p>Procedure:</p> <ul style="list-style-type: none"> Conduct an informal assessment and ask how many students have used Twitter before or have an account. Ask for student explanations of the microblogging website. Model personal/educational Twitter page to class to introduce the idea and present a visual representation of what they will be doing. Pass out the Twitter direction sheet and use to guide instructional workshop time. <i>*Provide time for all students to get</i> | |

10 minutes

10 minutes

*laptops and log on to the Twitter page**

- Refer to direction page – pass out a sticky note to each student. Have all students create an account and write down their login information on that sticky note. Collect sticky notes and keep for future reference. With creating usernames, explain to students that this is how they will be identified on Twitter and that it should be something appropriate.
- Provide students with quick overview of how to personalize their page, and provide 5 minutes to explore their account.
- Using the direction sheet as a guide, the teacher will model and explain to the students how to post, delete, and retweet a Tweet on Twitter. Students will be asked to search for Miss Mankowski (kmmankow) and post practice Tweets to her. Exploration time to post/delete/search for people and topics will be allowed. The teacher will rotate around classroom monitoring behavior and answering questions. By the end of this time, students will be expected to have tweeted one comment at the teacher to show they have a basic understanding of how to post a tweet.
- **Twitter Uses During Literature Circles**
 - Following the workshop, the teacher will explain the role of Twitter during the two-week ELA unit. Every day, each group is expected to post at least one Tweet at the teacher pertaining to the day's assignment/reading (surprising or interesting idea etc.). This will be done during class time and completed as a group for participation. Each day, the group will pick one member who will post the group Tweet (should rotate daily).
 - Each night, students will be expected to post one Tweet to the teacher regarding what they read and their assigned job (individually) – key idea, interesting/surprising idea

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| <p>10-12 minutes</p> | <ul style="list-style-type: none"> - @ the end of each week, each student will follow/read someone else from a different book group's tweets to become aware of what other groups are reading about. Each student will read the tweets and respond with at least 2-3 questions or comments by the end of the weekend. Students will also be expected to respond to these tweets by that Monday. Students will be randomly paired up to guarantee that everyone has someone's to read. This will be done twice (once during each week) with two different people from different groups. • Students will spend the remaining 10-12 minutes meeting with their groups. They will start their group discussion and decide how they will split up roles and reading passages for the following day. Students will not be expected to complete Evaluation form on this day as it was a workshop/work day. | |
| <p><u>Day 3-5</u></p> <p>20-25 minutes</p> <p>10 minutes</p> | <p>Procedure:</p> <ul style="list-style-type: none"> • Students will get together with their groups to discuss the previous nights assignment making sure that each person completes their role and shares with other group members. The teacher will rotate between all 5 groups to observe and guide the discussion with questions and comments about the previous day's Twitter post. • <u>Starting Today</u> – Each group member will keep track of the main characters of the story using a character map that will help students keep track of the plot and what changes throughout. The group as a whole will determine how many key characters they feel they should follow. They will update their character webs on a daily basis or when they feel new details have been read in the book. • Following the group discussion, the students will post their group tweet to Twitter. A new person from the group | <p><i>**With Literature Circles it is important to remember that readings, homework, and how the group will run is decided on by the group members. This project allows students to collaborate and work with their peers with limited teacher involvement. The teacher will act as a guide and a mediator of all groups on a daily basis.</i></p> |

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| <p>5-8 minutes</p> <p>5 minutes</p> | <p>will post the group response each day the group meets. This person will rotate on a daily basis.</p> <ul style="list-style-type: none"> The students will then rotate rolls and decide what the next reading assignment will be. Each student will then complete the daily evaluation of self-participation and group involvement. | |
| <p><u>Day 6-8</u></p> <p>10-12 minutes</p> <p>20-25 minutes</p> <p>5 minutes</p> <p>10-12 minutes</p> | <p>Introduction: As this is the second week of the unit, each group will start by working with new vocabulary words found in their text. Each group member should have had the opportunity to have been the <i>Vocabulary Enricher</i> during week 1. As a group, the students will go through all of the vocabulary words from the first week, and pick one to study in detail. As a group, they will use the word map to develop a better understanding of the word and how to use it. Each student will fill out a map, and a new word will be selected Monday-Wednesday (days 6-8).</p> <p>Procedure:</p> <ul style="list-style-type: none"> Students will get together with their groups to discuss the previous nights assignment making sure that each person completes their role and shares with other group members. The teacher will rotate between all 5 groups to observe and guide the discussion with questions and comments about the previous day's Twitter post. Students will continue their work with their character maps. They may add new characters at any time they feel necessary. During today's meeting with the teacher, they will explain why they selected the characters they did, and why they decided to leave some out. Each group member will keep track Following the group discussion, the students will post their group tweet to Twitter. A new person from the group will post the group response each day the group meets. This person will rotate on a | |

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| 5-8 minutes | <p>daily basis.</p> <ul style="list-style-type: none"> The students will then rotate rolls and decide what the next reading assignment will be. Each student will then complete the daily evaluation of self-participation and group involvement. | |
| <p><u>Day 9</u></p> <p>20-25 minutes</p> <p>20-25 minutes</p> | <p>Procedure:</p> <ul style="list-style-type: none"> As groups will most likely be finishing up on this day, they will start off by meeting with their groups to discuss the previous night's assignment. The teacher will still rotate between the groups but will spend more time with groups that need it based on who is finished. Groups will finish and edit their character maps along with their vocabulary maps to make sure they are complete. Groups will post one final group tweet to Twitter regarding the end of their book. The students will all return back to their groups in which they will listen to the teacher present final project options. <p><u>Final Project:</u></p> <ul style="list-style-type: none"> Students will be given 1 week to complete their final project about the book they read during Literature Circles. It will be an independent project that has to be approved by the teacher before starting. The students will be provided with a project suggestion handout to guide their thoughts about what they will complete. The teacher will quickly go through each project option on the handout and ask for student questions. The students will take the option sheet home and decide which project they are interested in by the following day. <p>HW:</p> <ol style="list-style-type: none"> Students will decide on project or come to class with an idea ready to be approved Post final individual tweet to teacher regarding text and group work. | <p><i>**Today's lesson may be modified based on which groups need more time. Lesson Goals =1.) All or most groups finish book/activities, 2.) explain and discuss final project ideas</i></p> |
| <u>Day 10</u> | <p>Procedure:</p> <ul style="list-style-type: none"> Students will meet briefly in their groups to share with each other what final project they have selected. The teacher will rotate groups to discuss student selections and | |

45 minutes

approve other ideas. Individual rubrics will be handed out based on what project was selected by the student.

- Students will either be asked to finish their book discussion if it was not finished on Day 9, or begin generating ideas for their final project. *Discussion/Workshop Day*

Final Project Options – see handout

1 – Illustrator

2 – Diorama

3 – Comic Strip

4 – Journal Writing

5 – Book Report

6 – Play Script

7 – Diary Writing